

FY13 Education (Competitive)

Summaries & Staff Recommendations

May 2013

The Commission received 27 proposals for FY13 Competitive Education funds by February 28th. On April 10th the Committee met, adopted new requirements for proposals (including dollar-for-dollar matching funds etc.) and tabled all advanced manufacturing proposals listed in Appendix A. The following 18 proposals will be considered when the Committee meets May 22. Applicants were contacted regarding the new funding requirements and several proposals have been subsequently revised as reflected in the following report. One additional item is also to be addressed under Other Business:

Req #	Organization Name	Project Title	Request Amount	Staff recommendation
2668	Averett University	Averett University Telehealth Education	\$484,731 \$234,731	\$142,365
2676	Bluefield College	School of Dental Medicine-Curriculum and Accreditation Development	\$150,000	\$150,000
2667	Central Virginia Community College Educational Foundation, Inc.	Modern Digital Imaging Equipment! Improving Digital Imaging Performance for First & Second Year Radiology Students	\$42,248 \$23,471	\$23,471
2669	Community Foundation of the Dan River Region	SOVA Work Ready Community	\$142,200	\$142,200
2664	Elnora Jarrell Worship Center	R.I.S.E. (Rising In-Community Students & Employees)	\$308,660 \$51,119	0
2657	Emory & Henry College	School of Health Sciences Support for Dean	\$300,000	\$300,000
2679	The Franklin Center	Southside Virginia Race to GED Project	\$75,000	\$75,000
2659	Hampden-Sydney College	A Plan for the Sciences	\$250,000	\$250,000
2660	Patrick Henry Community College Foundation	Strengthening Core STEM-H Offerings: Biology Lab Upgrades	\$473,400 \$305,000	\$305,000
2670	Russell County Public Schools	Southwest Virginia Race to GED	\$429,480	\$205,160
2665	Southside Virginia Community College Foundation	Technical Training for Southside's Workforce (<i>HVAC component only</i>)	\$72,381	\$72,381

2681	Southwest Virginia Higher Education Center	STEM-H Career Pathways	\$800,000	Withdrawn
2709	Southwest Virginia Higher Education Center	STEM-H Chemistry – Dual Enrollment Teachers	\$170,000	table
2710	Southwest Virginia Higher Education Center	STEM-H Clinical lab Sciences	\$400,000	0
2583	Virginia Foundation for Community College Education	GED to College: Increasing Educational Attainment Levels in the Tobacco Region	\$364,000	\$364,000
2675	Virginia Museum of Natural History Foundation	Virginia Institute for Integrated STEM-H Education (VIISHE)	\$145,000 \$66,395	\$66,395
2655	Virginia Technical Institute	Diesel Repair Program	\$578,700 \$424,000	0
2680	Virginia University Of Lynchburg Inc	Student Enhancement Learning Center	\$1,260,000 \$272,505	0
2662	Virginia Western Community College	Southside Workforce Development Initiative	\$104,580 \$49,665	\$49,665

total (18 requests/13 recommendations)

\$3,779,947

\$2,145,637

balance before/after recommendations

\$3,560,148

\$1,414,411

Averett University

Averett University Telehealth Education (#2668)

\$484,730.85 requested – revised to \$234,731

Project description provided by applicant: Averett wants to bring the exam room and collective expertise of the healthcare field to the patient, the practitioner's office, and even shopping centers for community health assessments and health promotion education by establishing a telehealth laboratory, data capture center and Mobile SimVan to rural, remote Virginia. This immediacy in care will increase the workforce ability, provide new career pathways, improve access to healthcare and improve health outcomes for rural and other medically underserved populations in Southside Virginia. Training will not only be used for nursing students at Averett, but also with physicians, nurses, EMTs, and others throughout the region. It has been well-documented that Southside VA is both medically underserved and faces significant workforce challenges. The Tobacco Commission has greatly assisted Averett in making their new Nursing program a pipeline of education and career pathways. Today, we come to you with a proposal for technology-enriched learning that will augment the healthcare delivery system to rural, remote Virginians and provide new workforce opportunities that currently do not exist in our region. An important solution to provider shortages is the use of telehealth to bring clinical care at a distance. Averett seeks to include training in telehealth in its nursing education.

1. Provide a Laerdal platform for data capture of a telehealth laboratory. Students will work directly with technology and simulated patients to obtain hands-on experiential learning. This model of training and

education will focus on developing the workforce and promote an expanding telehealth network for current healthcare professionals, experienced in telehealth delivery.

2. ~~Establish a Mobile Sim Van to take education on the road for improving practicing clinician continuing education opportunities in telehealth, expand telehealth education delivery and community health assessments. (deleted in revised proposal)~~

Telehealth solutions will improve quality of care outcomes, access to care, reduce delivery costs, and increase access for patients to physicians and facilities. Achieving gains for rural VA would require the healthcare workforce having the skills and knowledge to deploy, operate and maintain telehealth systems. What this means is that education and roll-out must begin to support new students training for careers in health care. Recent advances in technology have led to the growing use of telehealth. By drastically increasing the amount of information that is able to be accessed, health care providers can improve efficiency, patient safety and even reduce costs for patients and the healthcare system. The major benefit of telehealth is the increased access for both patients and clinicians.

Staff comments and recommendation: This proposal was previously submitted in FY13 Special Projects and withdrawn by the applicant, with the intent to resubmit to Education. It builds upon a base established when the Education program provided a \$300,000 grant in 2011 to initiate a Bachelor of Science in Nursing program at Averett which is now operating with ?? students enrolled annually. This proposal's revised budget now requests \$234,731 to purchase and install video camera and computer equipment to enhance the nursing simulation lab funded by the previous TICR grant, in order to establish a telehealth training curriculum (an original request for \$200,000 for the mobile van has been removed). The stated outcomes include 25 students trained annually. The telehealth lab will have several computers, servers and fixed cameras to record students' simulation experiences and use those for training purposes as a telehealth curriculum is developed by AU faculty. The proposal appears to request equipment that is somewhat similar to TICR-funded equipment at the Southern Virginia Higher Education Center in South Boston (30 miles east of Danville), albeit the AU focus on telehealth training is a value-added aspect. The request will enhance training for 25 students annually but does not appear to result in any net new enrollment for the AU nursing program. Matching funds are proposed using salaries of existing staff/faculty. TICR staff suggests it would be more appropriate policy and more consistent with other recommendations herein to consider an award for 50% of capital costs in lieu of recognizing exiting staff expenditures as the now-required dollar-for-dollar match. **Staff recommends award of \$142,365 for 50% of costs to purchase and install the capital equipment requested herein.**

Bluefield College

Bluefield College School of Dental Medicine-Curriculum and Accreditation Development (#2676)

\$150,000 requested

Project description provided by applicant: Bluefield College in partnership with Tazewell County proposes the establishment of a private, non-profit school of dental medicine. With the inherent savings in adopting a private education model, the new school will save a substantial amount of money by using existing clinical sites and performing minimal bench research by focusing upon clinical training through rural outreach dental care for the region's uninsured low income populations. Bluefield College is an established private college that already has an experienced administration in place and existing infrastructure. The proposed School will provide dental access through clinical opportunities throughout Southwest and Southside Virginia. Southwest Virginia Health Authority's Blueprint for Health Improvement and Health-Enabled Prosperity (Exhibit 1) recommends establishing a dental school in Southwest Virginia to improve oral health outcomes and boost economic development. Following a study of data documenting the need

for additional dental professionals in the region and nationally, Tazewell County, Virginia, and Bluefield College concluded this strategy of the Authority can be realized. The establishment of a second college of dentistry in Virginia is essential to the future of oral health care in our state and can be a significant element of economic development for Southwest and Southside Virginia. The mission of the proposed new dental school is threefold: 1) to provide quality dental education to qualified students primarily from Southside Virginia, Southwest Virginia, and Central Appalachia; 2) to employ student-based clinical outreach care to provide additional dental care to personnel who are likely to return to their underserved communities to practice primary dental care and prevention; and 3) to create a pipeline of trained dental personnel who are likely to return to their underserved communities to practice primary dental care and prevention. The School is seeking to create partnerships with dental safety net providers in the service area of the School that organize and deliver a significant level of health care and other health-related services to uninsured, Medicaid, and other vulnerable patients. Currently in the 41 counties of the Commission's footprint only 4 of the 18 community clinics or dental safety net facilities that are currently open serve as clinical service-learning sites for students from the VCU School of Dentistry, thus exists for the School partner with these facilities and others that currently are not open to provide dental care access.

Staff comments and recommendation: TICR has provided two grants previously to Bluefield, totaling \$137,000, to establish a Bachelor of Science in Nursing program. TICR funds requested herein would be used to compensate a veteran dental school dean who has been retained as a consultant, and to hire a dean to assume the reins of the school's development (a nationwide search is currently underway). The proposal requests one year of personal and contractual services to develop curriculum, seek accreditation and build clinical partnerships across the region, to be matched dollar-for-dollar by the Tazewell County IDA. A self-study report will be completed by September 2013 to accompany an application for accreditation by Commission on Dental Accreditation. The proposed dental school will be located at Bluestone Business & Technology Park, a site created by the Tazewell IDA with substantial support from TICR. Sixty students would be enrolled annually, beginning in Fall 2015, with a total of 224 (factoring attrition) at full operation. A feasibility study identifies a shortage of 71 dentists in tobacco region health service areas. Direct employment would include 43 faculty and staff with total annual income of \$3.7 million. The County has signed an MOU with the College to establish the dental school as an independent 501c3 nonprofit, with board representation from the two entities. The County has expressed its intent to build the facility (expected to cost in excess of \$10 million) and lease it to the school, as well as providing \$3.5 million for equipment and a \$13 million operating grant to assure operational sustainability for the first six years. Future requests to TICR for construction can be anticipated. In response to the new Education funding requirements, the College and County report that three funding commitments totaling \$5 million have been secured for half of the expected construction cost. A Dean has been hired and a staff of five are now employed by the College to implement the Dental School. This proposal demonstrates the strongest possible commitment to construction and operating sustainability. **Staff recommends award of \$150,000.**

Central Virginia Community College Educational Foundation, Inc.

Modern Digital Imaging Equipment! Improving Digital Imaging Performance for First & Second Year Radiology Students (#2667)

\$42,248 requested – revised to \$23,471

Project description provided by applicant: The CVCC Educational Foundation is seeking funds for the CVCC Radiology Program to purchase a Carestream CR Classic Computed Radiology Processor, Laser Printer and Radiation Dosimeter. This equipment will update our digital imaging equipment enabling our Radiology students to increase their comprehension, proficiency and speed in using the most modern Digital Radiography equipment features and advanced functions that are currently being used at hospitals

and clinics in our area. This will help our Radiology students become more marketable in a highly competitive and technology driven Diagnostic Imaging Healthcare market. The radiology equipment currently used by CVCC Radiology students is not sufficiently advanced to give students the training necessary to obtain jobs in the highly competitive and technology driven Diagnostic Imaging Healthcare market. Our current radiography processor doesn't have the capability to adequately manipulate images after the x-ray is taken, has limited image storage capacity, and doesn't have other advanced functions. Moreover, there is no capability for students to print out images or to compare images, a key job function. Also, our current, old, Dosimeter fails frequently and is critical for students taking the National Board Exam for Radiography. A new, Carestream CR Classic Computer Radiology Processor will enable our Radiology students to get hands-on training with the latest equipment that is currently used in hospitals and clinics, which will give them an edge in getting jobs in these facilities. With a Direct/DryView 5700 Laser Printer from Carestream, our students will finally be able to print hard-copy x-ray images to study. A large part of the students' education is to view two or more images and compare them to determine the effect of changing technical factors or positioning. They will measure image differences to understand radiography concepts more completely. By selecting the Carestream equipment, our Radiology students will gain hands-on training with the same digital imaging equipment used within the main Clinical Education setting at Centra, who is a major healthcare provider in Southside. This gives our homegrown and locally educated students an advantage when competing for radiology jobs in the region.

Staff comments and recommendation: The proposal adds to the program's existing equipment with state-of-the-art capabilities to review multiple images simultaneously, which would unquestionably prepare students more effectively for employment in healthcare positions that pay starting salaries in the mid-\$30,000s. However, the college has confirmed that the cohorts are already at the maximum enrollment established by the certifying agency (JRCERT) and there will be no net gains in student enrollment and graduation. In response to the new Education funding requirements, the College has revised its request to seek one-half of the equipment costs, and provided letters from area healthcare employers that similar equipment is used in local radiology practices, leading to the assumption that the accompanying skillsets are in significant demand locally. **Staff recommends award of \$23,471.**

Community Foundation of the Dan River Region

SOVA Work Ready Community (#2669)

\$142,200 requested

Project description provided by applicant: The Dan River Region Collaborative, in partnership with multiple stakeholders, seeks to establish the southern Virginia region as the first Work Ready Community in the country. Tobacco Commission funds will support the region's efforts to become a Certified Work Ready Community (CWRC), in partnership with ACT (American College Testing) and the Commonwealth. Specifically, funds will be used to administer the National Career Readiness Certificate (NCRC) Plus, a national portable industry-recognized credential that validates soft skills and core skill attainment in three areas: applied mathematics, reading comprehension, and locating information. The certification supports multiple employer sectors and serves as the foundation for advanced certifications. Over the last 18 months, the Dan River Region Collaborative (DRRC) has convened employers from four strategic sectors: manufacturing, healthcare, energy and information technology. In discussing their respective talent development needs, a common basic need has been identified. Every employer struggles to identify candidates with foundational skills in math and reading. In addition, all of the employers reference a need to develop soft skills. Unfortunately, current credentialing systems (diplomas and degrees) do not give employers a reliable measure of skill ability that allows them to compare candidates in these core areas. The DRRC, along with three community colleges, is working with employers to validate the National Career

Readiness Certificate Plus (NCRC Plus) as a reliable measure of core skill ability. Jobseekers and incumbent workers earning the NCRC Plus will score at either a bronze, silver, gold or platinum level indicating increasing skill proficiency in applied mathematics, reading comprehension, and locating information. Skill ability can be matched to job requirements through job profiling. Training is available through the community colleges (online option) to improve a worker's skills for job placement and/or advancement. The NCRC Plus is a national portable industry-recognized credential. The Collaborative, with support from the Commonwealth of Virginia, has partnered with ACT to become the first region in the country to become a Certified Work Ready Community (CWRC). This coordinated effort will allow us to validate the skill attainment levels of our workforce in core areas and demonstrate efforts to close the skills gap. The Work Ready Community initiative (CWRC is the foundational piece), gives our economic developers a marketable tool to demonstrate our region's coordinated commitment to achieve a common goal in support of skill development and career pathway alignment, supporting employer-driven needs.

Staff comments and recommendation: DRRC has successfully implemented two previous TICR grants from the Education and Reserve funds, totaling \$274,320 for workforce in the Southern VA region. The project is well-matched with \$230,000 of funds from DRRC, ACT, area employers, community colleges and WIBs. It proposes a collaborative model with a continuum of services to assess and prepare citizens in four counties and two cities for employment. The ACT matching funds will provide 400 assessments in conjunction with 34 regional employers that have agreed to participate. The project period is estimated to last 18 months and to deliver 2,400 nationally-recognized NCRC certifications. TICR funds would be used for the \$60 NCRC test fees only, and three community colleges have agreed to deliver the testing, job profiling and skill gap training. In response to the new Education funding requirements, the Collaborative has indicated that future funding would sustain the programs via contributions from employers, K-12 districts, WIA/WIB and private contributions. **Staff recommends award of \$142,200.**

Elnora Jarrell Worship Center

R.I.S.E. (Rising In-Community Students & Employees) (#2664)

\$308,659.60 requested – revised to \$51,119

Project description provided by applicant: R.I.S.E. is a community-building program designed for citizens in Southside Virginia as an expansion for positive development. R.I.S.E. will use already-proven GED, STEM-H and Workforce Training program tools to increase economy employment and workforce development. R.I.S.E. will equip citizens with free courses and a full access resource center to prepare them for next level endeavors. R.I.S.E. will also partner with other agencies to master a national needs assessment for childcare and transportation for students enrolled. Students and citizens alike in the Southside Virginia area have been negatively affected by the downturn of the economy and the lack of resources that are available. High school graduates lack the advanced programs needed to excel in next level institutions and citizens lack the resources to assist them in securing employment or higher education. Gov. Bob McDonnell recognizes this in his letter of 'Virginia STEM-H TRACT'. Project R.I.S.E. will use already-proven GED, STEM-H and Workforce program tools to increase economy employment and workforce development. Participants will have free access to transportation and childcare while enrolled in classes to assist them with obtaining their certificates. Certified GED learning materials will be used directly from the national curriculum. Virginia approved Capstone courses will be implemented for those enrolled in the STEM-H program. The following programs will be implemented for development: Virginia Education Wizard, Virginia Virtual Advanced Placement School, Virginia Workforce Network (One-Stop Centers), Early College Program, The Commonwealth College and Course Collaborative. Project R.I.S.E. will be a critical resource for this region seeing as though it provides the following benefits: the only free STEM-H Prep program in the region; free childcare and transportation for qualified participants seeing the unavailability of public/private

transportation and inability of parents to pay high-rising childcare costs; the only Southside Regional GED approved online test taking site; fully adequate computer resource center for online testing, online classes and research; low teacher-student ratios for more one-on-one time with instructors; student preparation for enrollment in a 2 to 4 yr accredited college/university in Virginia.

Staff comments and recommendation: The original proposal cited four sub-programs: GED; a 3-month STEM-H curriculum; workforce training (primarily focused on soft skills); and student financial aid. TICR funds were requested to: buildout a 1,000 square foot learning resource center onto an existing building; hire staff including a lab director, GED and STEM-H “facilitators”, transportation driver and maintenance supervisor; start a childcare program; purchase supplies and equipment; begin issuing financial aid; and pay start-up operating expenses for three years. The proposal cites 60 students enrolled, with 30 certificates and 15 degrees awarded, although it is unclear how the program will obtain necessary certifications to teach GED and STEM-H classes and award degrees/certificates. In response to the new Education funding requirements, the revised proposal seeks funds for construction of space and equipment (16 computer stations etc.) to furnish the space. The primary educational offering in the revised proposal appears to be a Virginia DOE “capstone” math class that is intended for high school seniors and other adults to prepare them for college-level math courses. Matching funds are entirely in-kind (primarily donated labor for construction). Operational funding for delivering the program and future funding sustainability will be raised from private sources. A self-created credential will be granted by Project R.I.S.E. to students who complete the three-month program, which does not meet the Committee’s standard of a nationally-recognized and transportable credential. The proposal also would establish a precedent for TICR funds to be used to serve high school students and for funding multiple nonprofit church-based and community center sites in communities already served by facilities such as the nearby Southern Virginia Education Center, which was built with substantial investments from TICR and provides a comprehensive suite of services and pathways for education and employment in the Emporia-Greenville area. **Staff recommends no award.**

Emory & Henry College

Emory & Henry College School of Health Sciences Support for Dean (#2657)

\$300,000 requested

Project description provided by applicant: Beginning with our developing Doctorate of Physical Therapy Program, Emory & Henry College will develop a School of Health Sciences in Marion, Virginia. This project requires a full-time administrator to plan additional degree programs, prepare for their accreditation, recruit faculty and students, oversee the renovation and outfitting of additional academic space, and manage operations. Funding from the Tobacco Commission will cover salary and start-up costs over project's first three years, matched by funding from Smyth County community partners. This project will lead to the development of degree programs in various health sciences occupations, promoting workforce education in Smyth County, Virginia. Smyth County is economically disadvantaged in comparison to the state. The County's population has declined 2.6% since 2000, unemployment and poverty remain high (8% and 13% respectively vs. 5.4% and 7.8% for Virginia), and wages, real estate values, tax revenue, and educational attainment remain low (13.8% population with bachelors degrees vs. 34.4% for the state). Some county localities are HRSA designated as Medically Underserved Areas, with a shortage of health care providers relative to the population. These factors contribute to the need for education/workforce development opportunities and inform E&H's decision to establish a Health Sciences campus in Marion. Hiring a qualified founding Dean for the Emory & Henry School of Health Sciences ensures that the College establishes a sustainable Health Sciences program over the next five to ten years. The dean is charged with managing site development and academic programs -- activities that directly

address the socio-economic health of the County. Construction and renovation to the former Smyth County hospital site will ameliorate a potential blight situation for the Town of Marion and provide construction jobs. Health Science degree programs will improve educational outcomes, provide professional training opportunities, address professional health care provider shortages, and improve tax revenues. Emory & Henry College is collaborating with community partners in this workforce development initiative. Once the DPT program is operating, thirty faculty members, with incomes in the range of \$75,000 - \$105,000, will be living, working, and raising families in Marion. A rotating group of approximately 237 graduate students, some with families, will be present two to three years, and many will remain in the area. The school will employ local workers and businesses for construction, technology, and other services. The economic impact of the DPT program alone for the first three years has been conservatively estimated at \$11.5 million.

Staff comments and recommendation: E&H has received three TICR Education grants totaling \$783,522 to date. The largest of those (\$620,000) was awarded in 2011 to establish a Doctor of Physical Therapy program. Based on needs assessments completed in 2010-2012, the new programs to be created in the proposed School of Health Sciences include occupational therapy, physician's assistant and possibly speech pathology, each of which would be accredited by national organizations. Information regarding distances to similar programs cites programs offered in Radford, Roanoke, and the Tennessee communities of Johnson City, Elizabeth City and Harrogate. Cohorts with a total of 96 students annually are anticipated. The proposal assumes that tuition revenues will fund the programs at the expiration of this three-year grant period. The majority of the requested TICR funds would pay the Dean's salary through June 2016 (\$245,258). The proposal also requests \$43,984 to renovate office space for the Dean and staff. In response to the new Education funding requirements, the College has demonstrated an equal amount of committed matching funds for this request. Regarding the anticipated \$17-20 million cost to renovate and equip the former Smyth County Hospital that is the intended home of the School of Health Sciences, the College has indicated that: 1) a \$5 million request to the Smyth County Community Foundation will be voted on by the latter's Board on May 21st; 2) it intends to apply for Appalachian Regional for additional support, and; 3) it has received positive feedback from USDA Rural Development regarding a large loan package (potentially \$18 million) for renovation of the former hospital. The College has plans to develop multiple floors as student housing which would generate a significant portion of the needed funds for debt service. **Staff recommends award of \$300,000.**

The Franklin Center

Southside Virginia Race to GED Project (#2679)

\$75,000 requested

Project description provided by applicant: The Franklin Center for Advanced Learning & Enterprise and Southside VA Community College request approval of making joint application and requesting funds in the amount of \$75,000 from the Virginia Tobacco Indemnification and Community Revitalization Commission Education Committee to support GED Scholarships, marketing, and expansion of GED test opportunities throughout the 13-county Southside region. With the imminent changes in the testing program looming over our citizens (over 100% increase in testing fees, computer based testing only, dismissal of partial/previous incomplete scores as of 1/1/14), this grant can assist with public awareness so that our citizens are not surprised by the changes, and are also assisted with the dramatic increases in costs and competencies that will be mandated in January, 2014, just a little more than 9 months away. Approximately a third of the population in the Southside region does not possess a high school credential. This grant will enable marketing that will publicize the changes of the GED exam, the fact that all former partial scores will be deleted, the increased costs of the test from \$58 to \$120, additional test opportunities and the fact that free preparation classes are offered in each of the 13 localities. Funding will also offset the

increased costs of test fees through scholarship assistance after applicants pass an Official Practice Test. The pilot project achieved an 88% pass rate through this procedure. Many of the graduates could not have taken the exam without this opportunity. In working with economic development, a major factor influencing site selection and expansion of businesses is whether the local workforce is credentialed and prepared with the skill sets necessary to make their business profitable and successful. Statistics have also shown that when parents value education, so do their children. When parents attain a credential, it provides a role model desired in a family workforce unit. All 13 localities promote the career pipeline of encouraging GED grads to pursue higher education through the local community college partnerships in their home communities that will not interfere with family life. Impact--multi-generational.

Staff comments and recommendation: The proposal requests \$25,000 of marketing funds to alert students to significant changes occurring in January 2014 to the national GED testing program (increased test fees, expanded curriculum, no “grandfathering” for partial completers etc), as well as \$50,000 to cover participants’ test fees over an 18-month period. This regional partnership of the Franklin Center and Southside Community College in 13 counties was initiated with a \$75,000 Education grant last year. That pilot effort has already yielded 179 GEDs awarded to date (that number will continue to grow as the previous funds are exhausted), and the goal in this request is for 300 GEDs awarded. The request is well-matched by \$375,000 of state, local and federal matching funds to deliver instruction, materials, program administration and testing. In response to the new Education funding requirements, letters have been provided from two area employers that seek GED credentials when screening applicants. As stated in regional GED requests in past years, such as the Southwest VA Race to GED, the repeated funding of this program could be construed as contrary to TCR policies regarding limited start-up period funding, but is arguably more akin to providing annual financial aid support such as the Commission’s college scholarship programs. The Commission can therefore reasonably expect future requests for this regional GED program. However, given the aggressive outreach underway and the regional partnership to deliver instruction and testing that is yielding significant measurable outcomes **Staff recommends award of \$75,000.**

Hampden-Sydney College

A Plan for the Sciences at Hampden-Sydney College (#2659)

\$250,000 requested

Project description provided by applicant: Hampden-Sydney College requests a \$250,000 grant from the Tobacco Commission to assist with creating a concept design and presentation materials that will help the College raise funds to renovate, enlarge, and update its science building. The concept design is a crucial early step in the planning and fundraising for this capital project, which promises to bring about a 30% to 40% increase in the number of H-SC's STEM graduates and increase STEM literacy in the area. We plan to match Tobacco Commission funds with donors' gifts to meet the \$717,000 total cost of creating the concept design. Gilmer Hall, the College's current science facility, was built in 1968. Now, its systems are overdue for replacement; it has serious infrastructure deficiencies; it is overcrowded, inadequate, and not up to the requirements of current science education. These conditions have an adverse effect on the recruitment, admissions, and retention of promising students and present considerable obstacles to the kind of student-faculty collaborative research that produces health professionals and researchers. If Hampden-Sydney College is to attract, retain, and graduate more science majors and keep up with the growing need for STEM graduates, it needs a larger, better science facility. The 2012 Campus Master Plan Study produced a preliminary analysis of Gilmer's existing space and general use. However, before we can begin to consider further program development, construction, or fundraising, we must create a concept design, which will impart to donors the need and institutional vision for an updated facility. The concept design is critical: it would make visible how the building would look and function; it would help determine the costs of

construction; and it would allow potential donors to judge how wise an investment they will be making in our college's science programming and facility. With a new science facility, HSC can expect a 30% to 40% increase in the number of STEM graduates. The College is admitting more Tobacco Region students each year and also reaches out to the local community through teacher education and programs for local schools. Having better facilities will thus not only enable us to produce better young scientists and liberal arts graduates with STEM understanding; it will also improve STEM literacy throughout the Southside region. Further, as the County's fourth largest employer, we must keep our programs vital so that the community remains so.

Staff comments and recommendation: This is the first TICR grant request from the private liberal arts college in Prince Edward County. The proposal requests 35% of the cost to create a design concept to expand the College's 60,000 square foot circa-1968 science hall by an additional 30,000 square feet to provide state-of-the-art labs, seminar rooms, faculty offices, equipment storage etc. HSC enrolled 108 tobacco region students in 2011, or nearly 15% of the incoming class, and approximately 10% of the College's 1,080 students. Approximately 18% of HSC graduates are STEM majors (46 annually in recent graduating classes). Matching funds of \$467,000 will be raised from private donors. The proposal indicates that a 30-40% increase in STEM majors will occur, producing 55-65 STEM majors annually, if new science instruction space is built. In response to the new Education funding requirements, the College indicates it has met with a potential donor, seeking a \$20 million contribution toward the estimated cost of \$29-36 million for the renovation and expansion of Gilmer Hall. In response to the new Education funding requirements **Staff recommends award of \$250,000 contingent on demonstration of equal committed matching funds.**

Patrick Henry Community College Foundation

Strengthening Core STEM-H Offerings: Biology Lab Upgrades (#2660)

~~\$473,400~~ requested – revised to \$305,000

Project description provided by applicant: PHCC's biology labs are two of the most utilized learning areas on the PHCC campus, serving hundreds of students each year including all STEM-H and general studies students. PHCC proposes a complete relocation and renovation of the labs from the ground up, replacing fixtures and equipment so that the lab meets instructional needs and properly prepares students for STEM-H degree programs and careers. PHCC's biology labs, furniture fixtures, and equipment are more than 50 years old. They are currently inadequate for instructional needs. The ventilation in the labs is inadequate, the water fixtures leak, and the propane gas supply has been shut off due to numerous leaks and an explosion/fire hazard. The fume hoods do not work and all other equipment in the lab is antiquated. Rather than simply perform maintenance, PHCC would like to create new, up to date lab facilities in order to serve the educational needs of all STEM-H students. Rather than renovate the current lab space, PHCC proposes moving the labs and work room to the third floor of West Hall, with common ventilation on the roof. Each lab will include new laboratory equipment and furniture with fixtures providing water, electricity, and propane gas at each student station, two fume hoods per lab, complete audio visual equipment, laboratory chairs, and complete storage cabinetry. Renovation of the biology lab will benefit a large proportion of the students PHCC serves each year. Offering classes in a fully upgraded and functional lab space ensures that all students receive proper instruction, particularly crucial for health related degree programs, including nursing students who take their core science classes in the labs. Intro biology courses are a building block for virtually all STEM-H degree programs and are required for anyone interested in entering a STEM-H program and field. In order to graduate the best prepared STEM-H graduates possible, PHCC must provide up to date and functioning lab space.

Staff comments and recommendation: The request has been revised to \$305,000 to meet the requirement of equal matching funds. PHCC will contribute a like amount in cash for renovating and equipping the roof and labs. Supplemental information provided in response to the new Education funding requirements indicates more than 1,200 PHCC graduates in the past three school years have taken classes in the two existing labs, which are reported to have serious system failure as described in the summary. **Staff recommends award of \$305,000.**

Russell County Public Schools

Southwest Virginia Race to GED (#2670)

\$429,480 requested

Project description provided by applicant: Russell County Public Schools is an applicant on behalf of the Southwest Virginia RACE to GED program which represents an ongoing partnership of three regional adult education programs serving planning districts 1, 2, and 3. The RACE to GED program is the primary source of GED testing and adult education in Southwest Virginia. The project provides scholarships for on-demand GED testing at eleven GED Test Centers and scholarships for on-demand computer-based GED practice tests, at eighty-five adult education classes, to ensure readiness to take computer-based 2014 Series GED Test. 24.8% of residents are without high school diplomas and many are low income and unable to pay for GED testing. Cost for 2014 Series GED Test is \$128.00. Federal Pell grant requires a credential thereby making the GED credential the first step for high school non-completers needing to access training/postsecondary education. Federal and state funding do not fund GED testing. Computer-based GED practice tests for a fee replace free paper versions. 12/31/2012 \$0 balance in TC funds resulted in Jan-May funding gap that will have a dramatic negative impact on testing at a crucial time when expansion is needed. Adult education programs will offer vouchers for free GED testing at eleven GED Test Centers and GED practice tests as a free service at eighty-five adult education classes. Scholarship candidates will be required to work through the Computer Essentials program. This computer-adaptive learning/assessment program offers multiple computer-based GED practice tests - approved by GED Testing Services - that will develop and assess skills to be successful on 2014 Series GED Test. Computer Essential GED Practice Tests will replace the paper version used with 2002 Series GED Test. Although contrary to Commission policy, programs request funding to fill Jan-May funding gap. GED testing services and adult education programs are essential to ensure a more competitive economy and path to the middle class for the 24% of the residents in the region who are without a high school credential. The estimated increase in annual earnings for those with a credential is \$8,637. The GED credential is the beginning of our clients' upward mobility. Since 2004, when the Commission began helping to fund RACE to GED initiatives, 16,738 people have taken the GED test and 12,036 have received a GED credential. This is a significant number and accomplishment for funding scholarship funds.

Staff comments and recommendation: Since the initial TICR grant to this regional partnership in 2004 a total of \$950,000 has been awarded through eight grants, all of which have been well-leveraged by the marketing efforts of private sector partners such as Food City and Bristol Raceway. As stated in previous years, the repeated funding of this program could be construed as contrary to TICR policies regarding limited start-up period funding, but is arguably more akin to providing annual financial aid support such as the Commission's college scholarship programs. Most importantly, the outcome numbers show a dramatic regional impact: 16,738 people tested since 2004 and 12,036 passing those tests (an 80% passing rate). The current proposal seeks three years of funding support, within which 2,550 students would be tested with 1,785 certificates awarded. A significant marketing effort is underway to attract partial completers before the national testing requirements change in January 2014, and the applicants ask that current expenses prior to a late-May award date be allowed for reimbursement in the event this request is funded (this would be

contrary to TICR policy which states only those expenses incurred after date of award are eligible for reimbursement). Unlike previous proposals from this partnership, marketing funds are no longer requested. However, the partners request funds to purchase licenses for each local school district (16 in total) to offer an online practice test. TICR staff suggests that funding the program through December 2014 will allow adequate time to serve students in 2013 prior to the national program changes, as well as assist the partners in the conversion to the new national online system (local costs for practice test licenses could also then be budgeted as a local expense thereafter). **Staff recommends award of \$205,160 for program costs from date of Commission approval (i.e. no retroactive reimbursements for the January-May 2013 period) through December 2014.**

Southside Virginia Community College Foundation
Technical Training for Southside's Workforce (#2665)
~~\$471,977~~ requested - revised to \$72,381 for HVAC training only

Project description provided by applicant: The College will develop and expand training in medium skilled technical careers, including welding, high performance technology, precision machining, and air conditioning, heating and refrigeration (HVAC/R). Emphasis will be placed on graduating students with nationally recognized industry certifications by developing and improving a series of technology labs serving a ten-county section of the Tobacco Region. Funds will be used to purchase and upgrade equipment. A recent study completed by The Boston Consulting Group indicated that to bolster its position, the Tobacco Region will need to address foreseeable shortages in its skilled labor force. The study, "Developing an Advanced Manufacturing Workforce", pointed out that recommended areas of focus include welding, machining, and industrial maintenance mechanics and that the Virginia Community College System will be instrumental in this undertaking. Because SsVCC and our community partners have put much of the basic infrastructure in place, our current opportunity centers around expansion of capacity and capability in the areas of welding, HVAC/R machining and high performance technology. SsVCC will upgrade and expand two welding labs to complete training equipment recommended by the American Welding Society for SENSE program certification along with specific equipment used by area employers and requested for training. High Performance Technology lab equipment will be expanded and upgraded in order to be fully equip a lab, a precision machining lab will be established and equipped and a HVAC/R lab will be updated to include a state-of-the-art simulation lab. SsVCC provides education and training for over 4,200 square miles of the Tobacco Region. We are a potential hub, serviced by Interstates 95 and 85, Route 58, Routes 460 and 360 and enhanced by the Commonwealth's economic engine, the Port of Virginia. In addition, Greenville County partnering with the city of Emporia and Mecklenburg County is developing the Mid-Atlantic Advanced Manufacturing Center (MAMaC). This 1,545 mega-site is the only certified mega-site in Virginia and one of only 10 in the U.S. The area has an excellent transportation network and is ripe for economic growth, creating jobs specifically in advanced manufacturing.

Staff comments and recommendation: SVCC's original proposal included training expenses for four distinct career paths, as described above. The welding, precision machining, and high performance technology components were tabled via action of the Education Committee in April, and SVCC now requests funding of \$72,381 to add a simulation lab for the HVAC program at the Alberta campus. The HVAC program will use NCCER nationally-certified curriculum. While projected enrollment is relatively low (15 annually) the College provided letters from private employers including Trane US indicating difficulty finding qualified workers for existing positions in Southern VA. The nearest locations for similar training are Danville (98 miles to DCC) and John Tyler CC in Chester (53 miles). Matching funds include \$38,099 spent since January to update the equipment, as well as a pending foundation grant request for \$30,000. Other matching funds include supplies/materials and existing budgeted positions for instructors.

TICR staff suggests that equal match for equipment, supplies and materials is more compelling match than existing budgeted positions. **Staff recommends award of \$72,381 contingent on equal match for acquiring equipment, supplies and materials including matching capital equipment purchases incurred to date in 2013 and other pending non-Commission grant(s).**

Southwest Virginia Higher Education Center

STEM-H Career Pathways (#2681)

~~\$800,000~~ requested – withdrawn and replaced with the two following proposals

Southwest Virginia Higher Education Center

STEM-H Chemistry – Dual Enrollment Teachers (#2709)

\$170,000 requested

Project description provided by applicant: The STEM-H Chemistry project is designed to upgrade the credentials of high school Chemistry teachers so they can teach dual enrollment Chemistry courses through the community colleges in Southwest and Southside Virginia. Currently, lab sciences courses are rarely offered in secondary schools as dual enrollment credit because most high school teachers do not qualify as VCCS instructors. They don't have a Master's degree in Chemistry or a Master's in another field (i.e., Science Education, Administration) with 18 graduate credit hours in Chemistry. As result, high school students enter college with numerous dual enrollment credits in subjects other than lab sciences. Across Southwest and Southside Virginia there are more than 100 high schools that offer basic chemistry courses. Some schools offer Advanced Placement courses (AP), but few offer Chemistry as dual enrollment courses because the majority of secondary chemistry teachers do not meet the VCCS edibility requirements. Graduate institutions do not offer graduate lab sciences courses off campus or by distance delivery. Consequently, teachers who want to earn a Master's degree in Chemistry must enroll on campus while elementary and middle school teachers have multiple off campus programs available to them. The end result is inadequate professional development in lab sciences. The SWVHEC will contract with one or more graduate institutions in Virginia to adapt or develop 6 graduate Chemistry courses for off campus instruction using hybrid delivery systems (i.e., videoconferencing, online, simulations, and lab experiences). These courses will be available to teachers in Southwest and Southside who hold a Virginia Teaching License with an endorsement in Chemistry or Biology. Teachers who successfully complete the 18 graduate credit hour program, and have a Master's degree in a field other than Chemistry (i.e., Science Education, Secondary Education) in will meet the VCCS eligibility criteria to teach dual enrollment Chemistry in secondary schools. The significance of STEM-H Chemistry is two-fold: upgrade the credentials and teaching skills of secondary school Chemistry teachers; through dual enrollment courses in Chemistry, create an intentional STEM-H pathway for BS degrees in 4 year colleges. Currently, more students declare majors in Bachelor of Arts than Bachelor of Science programs. As early as high school, they shy away from the rigors of lab based courses, thus closing the door on future opportunities for STEM-H careers. This project will better prepare high school teachers to engage students in Chemistry and dual enrollment Chemistry long before they enter college.

Staff comments and recommendation: This revised proposal was submitted April 30 in place of the original SwVHEC proposal #2681. TICR funds are requested to pay UVA (or other universities) \$100,000 to develop six graduate chemistry courses for delivery at SwVHEC and the other five unnamed sites. Funds are also requested to develop those sites (\$20,000), to market and deliver the program (\$30,000), and to evaluate results (\$20,000). The proposed matching funds come from two sources: 1) existing staff, classroom space and equipment at SwVHEC (\$94,000), and: 2) UVA tuition, fees and faculty time (\$95,000).

Staff has requested additional information on how the required matching funds were calculated, and written evidence of UVA's commitment. The request would be more compelling if the other sites were fully committed, and it was known where the proposed program would be serving residents across the tobacco region (obvious candidates include New College and Crossroads Institutes, IALR, Southern Virginia Higher Education Center and community colleges). Given the Education Committee's new requirement that applicants must state their ranked priorities when submitting multiple requests, this proposal appears to be a higher priority and potentially a stronger return on investment than the accompanying proposal from the Center that is described below. The concept has enough merit to suggest it be tabled at this time to allow SwVHEC to return with evidence of strong demand from prospective students, well-articulated commitments from a university partner, and commitments from the additional sites to serve more tobacco region residents. **Staff recommends request be tabled.**

Southwest Virginia Higher Education Center
STEM-H Clinical Lab Sciences (#2710)
\$400,000 requested

Project description provided by applicant: The Healthcare sector is one of the largest employers across Southwest Virginia. The recruitment and retention of highly skilled professionals is a critical challenge, especially in "invisible" careers such as Clinical Lab diagnostics. Working behind the scenes in blood banks, pathology practices, hospitals, and clinical labs, these STEM-H graduates are difficult to find in rural areas. Administrators of Mountain States Health Alliance and others have requested a Bachelor's degree program in Clinical Lab Sciences to train entry level technicians for jobs that require advanced education in a sophisticated laboratory environment. The SWVHEC will partner with VCU to deliver the program. Healthcare providers face critical staff shortages of Medical Lab Technicians (AA degree) and Medical Lab Specialists (BS degree). Hospitals, blood banks, pathology clinics, and physician practices are among the primary employers in this "behind the sciences" career. Salaries range from \$35,000- \$125,000 based on degree attainment and level of practice. Currently, no Clinical Lab Sciences BS programs are offered in either TIC region. Consequently, healthcare providers do not have training options available to prepare entry level employees for more complex procedures and higher paying careers. Recruitment and retention of BS prepared professionals is a "continuous revolving door" issue. The SWVHEC in partnership with VCU Department of Clinical Lab Sciences will offer a 2 + 2 BS program for experienced lab technicians who want to enhance their career opportunities, and for undergraduate chemistry/biology majors who are seeking a laboratory based career as a Clinical Lab Specialist. The 2 yr. BS program will be delivered in the existing science lab at the SWVHEC to a cohort group of 20 students. The program will include lectures, intensive lab experiences, and clinical rotations across SW VA. A second cohort of 20 will begin in 2015. The primary benefits are two-fold: job creation for SW residents, and collaborative partnerships with healthcare providers to resolve employment challenges. Additionally, none of the 10 colleges and universities that provide programs at the SWVHEC offer lab science courses or degrees in lab sciences. Most of these programs never leave campus. Consequently, location bound residents rarely have educational opportunities in lab based programs for which there are jobs available locally. The proposed 2+2 in Clinical Lab Sciences will demonstrate an effective off campus model of delivery that can be replicated in SS, and in other lab based science majors.

Staff comments and recommendation: This revised proposal was also submitted April 30 in place of the original SwVHEC proposal #2681. It has a compelling aspect of training SWVA residents for well-paying jobs at an array of local hospitals, labs and other private sector employers, although no letters from employers accompanied the proposal. The proposal is somewhat less compelling than the Chemistry proposal above because it currently is envisioned as a single-location project that doesn't serve the larger

tobacco region from multiple sites. It requests funds to be provided to VCU to adapt 20 undergrad science courses for delivery in Abingdon (\$100,000), \$125,000 for onsite instructors, \$129,000 of new lab equipment for the Center, supplies/materials (\$40,000) and travel (\$6,000). Matching funds are entirely in-kind from SwVHEC (\$130,000 equipment and \$20,000 existing staff support), and from VCU (\$180,000 faculty/staff support, \$200,000 onsite instructors, \$100,000 equipment and \$10,000 supplies/materials). Staff has requested additional information on how the required matching funds were calculated, and written evidence of VCU's commitment. Given the Education Committee's new requirement that applicants must state their ranked priorities when submitting multiple requests, this proposal appears to be a lesser priority for funding at this point in time. However, the concept has enough merit to suggest it be resubmitted in a future funding cycle with evidence of strong demand from prospective students, well-articulated commitments from a university partner and clinical sites, and consideration of expansion to additional sites in order to serve more tobacco region residents. **Staff recommends no award.**

Virginia Foundation for Community College Education (#2583)

GED to College: Increasing Educational Attainment Levels in the Tobacco Region **\$364,000 requested**

Project description provided by applicant (edited for brevity): The Virginia Foundation for Community College Education requests funding in the amount of \$364,000 in support of a new initiative, GED to College, to raise educational attainment levels in the Tobacco Region. The VFCCE proposes to award incentives of \$1,000 each to 350 citizens in the service areas of seven Tobacco Region community colleges, 50 per college, for new GED completers to enroll in postsecondary education and training. The project will be a key component of the Rural Virginia Initiative to advance Rural Virginia through education, thereby contributing to economic and social progress throughout the region. The program will recruit and reward students to enroll in college in the next full semester, or sooner as appropriate, after passing the GED exam, sign up for a specified number of for-credit classes, or sign up for a non-credit program of study that results in a state or national exam. Since the targeted population typically fails to engage with higher education, comprehensive marketing efforts will be necessary to promote the financial incentives of the program, recruit participants to GED classes, and educate new GED completers about the benefits of college. Projected outcomes include 350 people enrolling in community college, completing 3,000 credits or non-credit training hours and ultimately 80 additional degrees, workforce certifications, or transfers to four-year institutions. The GED to College project is based on the successful experience of a similar program in a Tobacco Region county. In 2001 former Governor Gerald Baliles established the Patrick County Education Foundation to address the county's low educational attainment levels. The key was three major goals: increasing the percentage of Patrick County high school graduates who attend college, increasing the number of adults with a high school diploma or higher level of education, and upgrading the job skills of the county's workforce. The PCEF not only contributed to improved educational standings for its residents but also supplemented the workforce skills of more than 1,700 citizens. A central component of the Patrick County model was its GED Promotion Project designed to increase the number of GED recipients each year. A financial incentive of \$1,000 was awarded to each completer to be used to enroll in college or to pay county taxes. By the end of five years, 48% of GED graduates continued their education. The foundation reached its goals five years ahead of schedule and concluded its ten-year pilot project with remarkable success, moving Patrick from one of the lowest performing counties in Virginia to among the top five rural counties in the state. The National Commission on Adult Literacy and the Southern Regional Education Board recommended it to the governors and legislatures of those states as an education model for rural areas. The community college mission is to offer opportunities for postsecondary education to many students who would not attend college otherwise. The VCCS is now targeting that mission in the Tobacco Region to promote GED completion as an on-ramp to college. The GED to College project will encourage

participation based on the principle of tangible return on investment. GED completers will be rewarded if they immediately enroll in college with a \$1,000 grant that can be used for tuition, fees, and books, as well as for costs not covered by traditional financial aid, such as transportation, background checks for health sciences programs, and fees for certification exams at the conclusion of their program of study. The focus on immediate enrollment after GED completion is supported by census data showing that 35% of people over 25 stopped their education at high school and never went to college, suggesting that those who do not continue immediately are unlikely to pursue higher education later. The VFCCE will administer the program in conjunction with an oversight committee comprised of representatives of the financial aid, institutional advancement, admissions, and business offices of the seven Tobacco Region community colleges. This committee will be responsible for determining eligibility criteria, managing the application process, disbursing and monitoring funds, establishing evaluation procedures, and reporting outcomes. Reaching a population that has little connection to traditional higher education venues will require aggressive marketing, promotion, and recruitment efforts. The goal will be to convince those without a high school diploma to complete the GED and explore the possibilities of college in a way that is personal, relevant, simple, and tangible. Following the successful model of the Patrick County GED Promotion Project, the VCCS Public Relations Office will oversee these activities in collaboration with the individual colleges, using such means as websites, mailings, media advertisements, and distribution of promotional items and flyers through businesses, civic organizations, schools, churches, fire and rescue squads, community events, local gathering places, adult education providers, one-stop centers, and Middle College and PluggedIn programs. During and following the grant period, the VCCS will collect and analyze data and produce reports related to recipient demographics, progress, outcomes, employment, and earnings. Such information will be valuable in determining the most effective strategies for raising educational attainment levels among underserved populations throughout the commonwealth. To help achieve Governor McDonnell's goal of producing 100,000 additional Virginians with degrees over the next ten years, the Virginia Foundation for Community College Education has launched the Rural Virginia Initiative to improve the educational attainment and workforce skills in rural Virginia localities that are served by 14 of Virginia's 23 community colleges in the Rural Horseshoe -- a region stretching from the Eastern Shore, across Southside and Southwest Virginia, and up the Shenandoah Valley. The goals are to increase the number of people in Rural Virginia who graduate from high school or earn a GED, successfully convince more Rural Virginians to enroll in and graduate from college, and prepare the workforce in Rural Virginia to take advantage of the competitive economic development opportunities of the 21st century. The GED to College project will be a major component of the Rural Virginia Initiative focusing specifically on the needs of the Tobacco Region. It promises to be significant in several dimensions -- educationally, socially, economically, and culturally -- making a positive difference to individuals, families, communities, businesses, the Tobacco Region, and it will create a model regional program for Virginia which can be replicated statewide and nationwide.

Staff comments and recommendation: This proposal grew out of dialogue between the VCCS Chancellor and TICR staff, and builds on the Commission's previous grant to VFCCE to expand the Great Expectations foster youth program across the tobacco region (\$300,000 awarded in 2009). Subsequent revisions to the proposal include a stated priority to assist students entering STEM-H coursework, and (at the suggestion of TICR staff) those who would not be served by the Commission's community college financial aid programs nor federal financial aid because they are entering non-credit but fast-track career training that could lead to employment in as few as two-to-three months in fields such as construction trades, truck-driving, nursing aides etc. The proposal seeks funds for two years to serve students at seven community colleges in the tobacco region, although Central VA and John Tyler are not included. Matching funds have been revised to meet the new requirement, and include more than \$250,000 of funds in hand and \$115,000 yet to be raised by VFCCE. The in-hand funds are generally to come from existing non-TICR Great Expectations contributions being used to fund on-campus personnel administering GE program services such as counseling ("campus coaches"), recruitment, testing, etc.. Future funding will be addressed within the Rural Horseshoe Initiative's goal of raising \$21 million over the next decade. **Staff recommends award of \$364,000 contingent on demonstration of committed dollar-for-dollar matching funds.**

Virginia Museum of Natural History Foundation
Virginia Institute for Integrated STEM-H Education (VIISHE) (#2675)
\$145,000 requested – revised to \$66,395

Project description provided by applicant: VMNH is proposing, during summer of 2014, two intensive, residential two-week long STEM-H professional development institutes targeting 50 middle school science, math, and technology teachers in southern and southwest Virginia. Each VIISHE will be designed to closely support the Virginia Standards of Learning (SOL), STEM-H education, and provide detailed training, materials, hands-on resources and enhanced pedagogical skills addressing STEM-H related courses, such as: Life and Physical Sciences, Math and Engineering. A VIISHE website will be designed to be an interactive and content-rich resource for teachers to extend the institute's impact. Recertification and graduate credits will increase teachers' credentials. VIISHE will provide a science-enriched two-week learning opportunity for educators in the southern and southwest region. Sessions will be held at Virginia State Parks in Smyth and Cumberland Counties. The project area has 28,475 middle school students needing science, math and technology teachers with advanced training. Four of the top ten critical shortage teaching endorsements in Virginia are: middle education grades 6-8; Career and Technical education; mathematics grades 6-12; and science grades 6-12. VIISHE will improve teachers' STEM-H proficiency and make them more comfortable with delivering science topics to pupils. VMNH educators have previous experience coordinating Virginia Science Institutes for STEM Education in partnership with school professionals, Virginia colleges, regional organizations, and state agencies. This professional development expertise will be used to plan two two-week long integrative STEM-H institutes for a total of 50 science, math, technology teachers in the tobacco region. Participants will consist of each school or school division sending a team of educators. These institutes will increase educators' credentials, building confidence with science content and motivation to include more hands-on, inquiry-based activities related to the Virginia SOLs and pre-AP for the middle school students. As a nation, we recognize the importance of student achievement in science, technology, engineering, and math. Teachers are needed who can affect this outcome, especially in southern and southwest Virginia where economic development professionals and local leaders work to attract higher paying, skilled jobs where the workforce is STEM-H ready. Preparing students, including underrepresented girls and minorities, to be STEM-H proficient and career ready will be achieved by teachers with credentials and experience in these fields. 50 teachers initially, and approximately 1500 students per year will be impacted, creating more "STEM-H ready" teachers and students in southern and southwestern Virginia.

Staff comments and recommendation: VMNH already conducts week-long summer institutes for elementary teachers at the two state parks, and this proposal would establish a new two-week training program in two separate sessions for middle school STEM teachers. The revised request would cover half of participants' lodging and materials, in addition to the expenses for institute planning, instructors, promotional mailings and development of a website to serve as an interactive resource for participants after the institutes. An estimated 25 participants who pursue VCU recertification or graduate credits would be eligible for a scholarship for half of that \$999 cost. Matching funds in the revised proposal now include an equal match to the requested amount, to be paid by participants and other sources, as well as \$62,330 of in-kind program development provided VMNH and participating partners such as New College Institute, PHCC, IALR and VDOE. The proposal's primary weakness lies in future funding sustainability, as this request would fund the sessions for just one summer (2014). The applicants state that future sources of funds will include VDOE, local school districts, and private corporate/foundation support. **Staff recommends award of \$66,395 as a one-time demonstration grant to establish this new program to assist teachers working within the tobacco region.**

Virginia Technical Institute
Diesel Repair Program (#2655)
\$578,700 requested – revised to \$424,000

Project description provided by applicant: Virginia Technical Institute (VTI) seeks to become a Certified Snap-on Training Center for diesel repair. In addition, VTI will begin the steps necessary to become a National Automotive Technicians Education Foundation (NATEF) accredited institution. NATEF is recognized as the standard of achievement for diesel service technicians and mechanics. This purpose of this project is to purchase equipment and modify part of the existing VTI facility for implementation of a Diesel Repair Training Facility. The project will include diagnostic equipment, tools, lifts, and building modification. Currently, there are not enough diesel technicians to fill the need. We interviewed and surveyed 20 local diesel repair facilities in central and southside Virginia. 100% of those surveyed reported the need to hire diesel technicians over the next five years. The anticipated need is well over 50 per year. 100% said they would hire graduates from the program and 80% said they would provide internships for students. Seventy percent of respondents stated they were likely to provide both financial and equipment support for the program. This certified facility will have the capacity to train as many as 45 technicians per year. By partnering with Snap-on and local facilities VTI will offer a state-of-the-art training facility enabling local students to stay in the area for training. Many current technicians in the area attended Nashville Auto Diesel College in Nashville Tennessee. Danville Community College offers a limited automotive technician program. The closest diesel repair program is offered by Southside Community College which is nearly a two hour drive from VTI. The project will help local business and industry train and keep local talent in the area. Local diesel repair facilities must travel extensively to recruit technicians who often are not interested in moving to central or southside Virginia. This facility will train local students who wish to remain in the area thereby reducing turnover and costly retraining and recruiting of new technicians. 90% of respondents reported they engaged in significant amounts of on-the-job-training. VTI would greatly reduce this cost for employers.

Staff comments and recommendation: The proposal has been reduced to a request for \$424,000. The proposal has solid evidence of demand from area employers of diesel repair technicians, however with only \$219,000 of match identified, it fails to meet the dollar-for-dollar matching funds requirement. With additional matching funds (such as a USDA equipment grant and private support) this could be a solid proposal with strong employment outcomes in a future funding cycle. **Staff recommends no award.**

Virginia University of Lynchburg Inc
Virginia University of Lynchburg Student Enhancement Learning Center (#2680)
\$1,260,000 requested – revised to \$272,505

Project description provided by applicant: The implementation of Virginia University of Lynchburg Student Enhancement Learning Center (VULSEL) will be an essential academic unit that provides educational support services for faculty and student. In addition, this VULSEL will provide education resources to address how students learn, where they learn, and what they learn. The VULSEL will serve as an instrument for faculty development, student academic enrichment and comprehensive education research and statistics for academic achievement. It is expected that the VULSEL will increase the number of students who can engage collectively in exploring, adopting, implementing, and assessing Science, Technology, Engineering, Mathematics, and Healthcare teaching methods. The implementation of Virginia University of Lynchburg Student Enhancement Learning Center (VULSEL) will be an essential academic unit that provides educational support services for faculty and student. In addition, this VULSEL will provide education resources to address how students learn, where they learn, and what they learn. The

VULSELN will serve as an instrument for faculty development, student academic enrichment and comprehensive education research and statistics for academic achievement. It is expected that the VULSELN will increase the number of students who can engage collectively in exploring, adopting, implementing, and assessing Science, Technology, Engineering, Mathematics, and Healthcare teaching methods. The need for STEM-H professionals will increase by 50% over the next ten year due to aging population and a reduced technical workforce. Fewer than 15% of high school students in the United State pursue technical degrees. More than 50% of engineering degrees in the US are awarded to foreign nationals. The VULSELN core objectives involve partnerships with students, parents, school boards, and business employers to ensure that students with low academic can be successful in college level courses acquire academics required for employment in STEM-H careers. This project will provide a learning foundation focused on how, where, and what students learn. In addition, this project will address the development, learning, knowing, and implementation of critical thinking processes that strengthen, secure and promote careers in a globalized economy. New opportunities could be envisioned, new skills nurtured, STEM-H careers launched. The ripple effects of growth and possibility replaces the downward spiral that the region has experienced for the past forty years. Within walking distance of VUL's campus is an abandoned tobacco warehouse structure that was the vanguard of Virginia's economy where tobacco was grown and cigarettes were manufactured. Exposure to tobacco products lead to failing health and inability of workers to support their families. The significance of the proposed project is that it would turn this story of decline and despair into one of rebirth and new beginnings. We envision serving student from the surrounding counties in Virginia as well as Lynchburg by revitalizing the communities with jobs in Science, Ecology, engineering, and healthcare.

Staff comments and recommendation: The VUL campus (www.vul.edu) is located within the City of Lynchburg and was established in 1890. It is accredited by the Transnational Association of Christian Colleges and Schools (www.tracs.org), offering bachelor degrees in sociology, religious studies, organizational management and business administration; master degrees in organizational management and divinity, and a Doctor of Ministry Degree. This is the first time the Baptist-affiliated Historically Black private college has applied to TICR. The revised proposal no longer requests \$788,200 to design and construct a 5,000 square foot center for academic services and resources. It now focuses on establishing a variety of academic instruction and support services, however it generally lacks sufficient detail to assess the specific academic programs to be implemented (STEM-H is referenced but little detail is provided beyond brief reference to reading, writing, math and simulation lab programs), or the viability of future operational sustainability (the revised proposal now seeks three years of operational funding for faculty, staff, supplies, equipment, and scholarships, totaling \$545,000 to be shared equally between TICR and VUL). Major line items for TICR funds include computer equipment/furniture (\$128,790), faculty/staff (\$108,525), and other operating expenses. Supplemental information refers to VUL teaching sites in Danville and Dinwiddie, although the latter is physically located in City of Petersburg, and it can not be determined what activities, expenses or outcomes can be attributed to those two sites. Outcomes are shown as 585 enrolled with 8 certificates, 40 degrees and 42 transfers within three years. VUL has entered into an articulation agreement with Liberty University within which VUL students desiring to earn a Bachelor Degree in a field of study not offered by VUL, will be encouraged to continue their academic studies toward the goal of attaining a Baccalaureate, Master or other advanced degree at LU. The Commission's recent significant investments in Liberty's Center for Medical and Health Sciences appears to offer a vibrant pathway for VUL students without establishing a precedent of funding buildings and operations at a college based outside in a non-tobacco locality. **Staff recommends no award.**

Virginia Western Community College
Southside Workforce Development Initiative (#2662)
\$104,580 requested – revised to \$49,665

Project description provided by applicant: TICRC funds will provide scholarships to Franklin County and Southside residents seeking credentials as a Certified Nursing Assistant and Medication Aide in the high-growth healthcare industry. Franklin County is one of the fastest aging counties in Virginia and healthcare providers are in need of employees to meet the demand; currently the Health Care and Social Assistance Industry has the highest number of job openings in Franklin (VEC). Job seekers with healthcare skills and national credentials have "very good" prospects for employment in Franklin County yet, the cost of job training can often be a barrier to employment in the healthcare field. There is a need to provide scholarships to low-income students who desire to work in healthcare but are unable to pay for the required training. TICRC funds will help VWCC provide scholarships to students seeking training as a Certified Nursing Assistant and Medication Aide. Classes will be offered at the Franklin Center where qualified students will earn a postsecondary certificate in which they learn the basic principles of nursing and complete supervised clinical work. Nursing aides must then pass the CNA certification exam. Opportunities for employment are available through various regional healthcare agencies such as Franklin Health and Rehabilitation and Runk & Pratt Senior Living Community. These organizations (among others) are often seeking qualified and trained CNA employees to meet demand. The VWCC Southside Workforce Development Initiative training grant project will allow participating students, who complete the course, to obtain jobs in the healthcare industry; last year alone there were 100 job openings in Franklin County for Healthcare Support Occupations and Healthcare is projected to grow by 34% in Franklin County by 2020 (VEC). The scholarships for CNA/MA students will provide the Franklin County and Southside regions with trained and qualified personnel to meet the needs of an aging population and growing healthcare industry, furthermore it will provide students with secure jobs in the high-demand healthcare field.

Staff comments and recommendation: The revised proposal meets all new funding requirements and now seeks funds to partially cover the cost of training for participants (the original asked for full tuition coverage). Staff feels the revised approach will place some additional financial burden on students (although other sources such as WIA may help close the gaps) but will cause each student to have a serious vested interest in successfully completing the program. The seven-week training can rapidly prepare students for jobs with \$12-14 entry level wages. There is adequate evidence that demand for CNA/MA graduates is strong in Franklin County and nearby localities. Future funding for the tuition assistance will likely come from requests via the Education program's community college financial aid awards, as well as foundation funding. **Staff recommends award of \$49,665.**

OTHER BUSINESS

New College Institute
Southside Partnership for Technology-enabled Education (#1276 awarded Jan. 2007)
Request for extension through December 2014

NCI was awarded \$1.4 million in early-2007 in conjunction with similar multi-year operating grants awarded to Southern Virginia Higher Education Center and the Institute for Advanced Learning & Research. In October 2010 the Education Committee extended this grant through June 30, 2013 and approved budget revisions. NCI now requests a further extension through December 2014 to use a balance of nearly \$670,000 for several programs for which NCI has agreements with accredited educational institutions to provide training in areas including advanced manufacturing, healthcare workforce, agribusiness and entrepreneurship as well as lab equipment. **Staff recommends extension through December 31, 2014.**

Appendix A

Advanced Manufacturing Proposals tabled until a future cycle

Req #	Organization Name	Project Title	Request Amount
2666	Central Virginia Community College Educational Foundation, Inc.	Equipment Upgrades For CVCC Machine Tool Program	\$255,676
2677	Danville Community College	Sitework Design/Management Funding for New "Technology Building"	\$72,075
2671	Danville Community College	Certified Welding Program	\$150,000
2678	Southern Virginia Higher Education Center	Advanced Manufacturing Boot-Camp	\$869,083
2672	Southern Virginia Higher Education Center	Workforce Training: Welding in Halifax County	\$175,000
2665	Southside Virginia Community College Foundation	Technical Training for Southside's Workforce (balance of request other than HVAC)	\$471,977
2658	Southwest Virginia Community College	Workforce Training in Advanced Manufacturing for Southwest Virginia	\$1,058,960
2663	Virginia Technical Institute	Welding Simulator	\$135,000
2661	Virginia Technical Institute	Machine Tool	\$324,900
2674	Virginia Western Community College	Industrial Maintenance Technician Training	\$364,849

total (10 requests)

\$8,457,462